

Music			
Topic	Exploring sound	Year	EYFS
<p><u>EYFS Objectives – Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><u>Early Learning Goal – Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p><u>Kapow Exploring Sound – specific objectives of the unit:</u></p> <ul style="list-style-type: none"> • To explore using voices to make a variety of sounds. • To explore how to use our bodies to make sounds. • To explore the sounds of different instruments. • To identify sounds in the environment and differentiate between them. • To use voices to imitate nature sounds. 			
Prior Learning		Future Learning	
<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 		<p>Year One</p> <p>Listening</p> <ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). • Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group <p>Composing</p> <ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. 	

	<ul style="list-style-type: none"> • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. <p>Performing</p> <ul style="list-style-type: none"> • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (play on the beat) using hands and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>
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Key knowledge	Key skills	Possible Sources of Evidence
<ul style="list-style-type: none"> • To understand how to listen carefully and talk about what I hear. • To know that sounds can be copied by my voice, body percussion and instruments. • To understand that instruments can be played loudly or softly. • To know that music often has more than one instrument being played at a time. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> • Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. • Listening to and following a beat using body percussion and instruments. • Considering whether a piece of music has a fast, moderate or slow tempo. • Listening to sounds and matching to the object or instrument. • Listening to sounds and identifying high and low pitch. • Listening to and repeating a simple rhythm. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Experimenting with body percussion and vocal sounds to respond to music. • Experimenting with playing instruments in different ways <p><u>Performing</u></p> <ul style="list-style-type: none"> • Remembering and maintaining their role within a group performance <p>Stopping and starting playing at the right time</p>	<ul style="list-style-type: none"> • Observations • Video • Dance or physical movement • Completion of matching activity. • Mimicing and copying correctly • Independent repetition of rhythms • Independent creation of rhythms. • Performance

What pupils need to know to be secure

Children at the expected level of development will:

ELG – Listening and attention

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

ELG – being imaginative and expressive

Perform songs, rhymes, poems and stories with other and when appropriate - try to move in time with the music.

Characteristics of Effective Learning – Playing and Exploring and Active Learning.

Children in reception will be learning to: Sing in a group or on their own, increasingly matching the pitch and following the melody.

Key Vocabulary

Beat, body sounds, creaking, drum, fast, high, higher, instrumental sounds, low, lower, nature sounds, pitch, rhythm, rustling, shaker, silence, slow, soft, sound, speaking, stomp, tambourine, tempo, triangle, voice, whisper, whistling, whoosh.